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ABSTRACT

This 41-item annotated bibliography contains material on all aspects of teaching basic composition at the college level. Most of the references are from journal publications. Approaches both to teaching composition (team-teaching, individualized instruction) and to writing compositions (step by step, paragraph construction) are discussed in the material. The annotations are nonevaluative. (MJK)

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A SELECTED AND ANNOTATED BIBLIOGRAPHY ON THE TEACHING OF FRESHMAN ENGLISH COMPOSITION IN TWO AND FOUR-YEAR COLLEGES

Bander, P. D. "Freshman English Experiment: General Education in a Traditional Curriculum." Junior College Journal, 22 (February, 1952), 337-339.

The author suggests that the study of English be enriched through the aid of other departments (e.g. religion, science, speech, art, etc.).

Bloom, Eleanor Olson. "Cognitive Composition Comes to the Community College." Community and Junior College Journal, 41 (March, 1971), 58-61.

A non-traditional class in cognitive composition at Mesa Community College, Grand Junction, Colorado, made use of typewriters and music. Cognitive composition is based upon the concept that the knowledge gained and the resulting ease of written expression is based upon the evidence of sensory perception and/or intelligence. The students were bombarded by music and other sensory stimuli to create an environment in which they could write, and then used the typewriters for all written expression.

Blount, Nathan S. "Fructify the Folding Doors: Team Teaching Re-examined." English Journal, 53 (March, 1964), 177-179 ff.

Advantages of team teaching: (1) maximum utilization of teaching competencies, (2) sharing of information, (3) planning responsibility and evaluation, (4) preparation of lessons, avoidance of duplication, (5) curricular innovations, (6) recognition of outstanding teaching ability, and (7) greater flexibility in grouping students.

Disadvantages of team teaching: (1) lack of agreement on educational objectives, (2) rapid exposure of unsuccessful teaching practices, (3) failure of or rejection of leadership, (4) personality conflicts, (5) too much time spent of detailed planning and revision of curriculum.

Team teaching is not content; it is a method of organising content.

Bond, Charles A. "A New Approach to Freshman Composition: A Trial of the Christensen Method." College English, 33 (March, 1972), 623-627.

The experiment utilised the Christensen program (experimental group) and traditional instruction (control group) in freshman composition.

The Christensen program consists of a teaching manual, student workbooks, and 195 visual aids illustrating the practices of professional writers. Pre- and post-test versions of the Cooperative English Expression Test were used to evaluate the students. Three independent graders noticed a statistically significant gain in the experimental group.

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Bossone, Richard M. The Training and Work of Californian Public Junior College Teachers of English. Riverside, California: office of the Riverside County Superintendent of Schools, 1964.

The objectives of this study were to: (1) ascertain the professional preparation and competence of English teachers, (2) analyze the number and nature of English courses being offered, (3) determine what constitutes a typical assignment for a beginning junior college English teacher, (4) make recommendations for the improvement of the training, working conditions, and continuing education of junior college English teachers.

Braddock, Richard, Richard Lloyd-Jones, and Lowell Schoer. Research in Written Composition. Champaign, Illinois: NCTE, 1963.

A report of a two and one-half year study supported by the U. S. Office of Education about what and how little has been discovered with regard to the successful teaching of written composition.

Bruffee, Kenneth A. "A New Emphasis in College Teaching: The Contexts of Learning." Peabody Journal of Education, 50 (October, 1972), 8-12.

A new program at Brooklyn College in New York City does not require freshman composition. Writing and speech are taught by consultation and in mini-course workshops, integrated with colloquia and work-study projects. The traditional freshman composition course is integrated in courses in the humanities, science, and social science.

In this new program, student input is much greater and the teacher has become an advisor or consultant. It has become a cooperative learning experience between teachers and students.

Burns, Rex S. and Robert C. Jones. "Two Experimental Approaches to Freshman Composition: Lecture-Tutorial and Team Teaching." Central Missouri State College, Warrensburg, Missouri, 1967. (ED 015 214)

The team teaching approach used five sections of students, one hour per day, Monday through Friday. During the first year of the experiment, all five sections met together once a week for a lecture. Also, each instructor met once a week with his particular section for review and discussion, and each instructor held a third meeting, a weekly tutorial meeting with each student in his office.

The experiment is not completed yet, so there are no final results, but the students and instructors discovered that more time was devoted to a sharper focus on the subject matter and an increased attention to, greater understanding and more satisfactory attainment of the goals of each assignment.

Calvin, B. T. Lee. "Research in Teaching." "Improving College Teaching." Washington, D. C.: American Council on Higher Education, 1967.

Cave, George N. "From Controlled to Free Composition." English Language Teaching, 26 (June, 1972), 262-269.

The long standing conflict between teaching writing through controlled little steps or through unrestricted practice is given a new twist by the author, who allows each student or group of students to decide which method works best for him (them). The approach is toward individualized instruction, with each student having more input than usual in his own learning.

Clark, William G. "An Evaluation of Two Techniques of Teaching Freshman Composition. Final Report." Air Force Academy, Colorado Springs, Colorado, June, 1968. (ED 053 142)

Two techniques of teaching freshman English composition were used: (1) use of extensive written comments on the cover sheet and pages of a student essay to inform the writer of his strengths and weaknesses, and (2) use of one class session per essay to discuss two or three of the essays written for that assignment. Six essays were written; final grades were taken from four of the six essays. Three instructors participated in the project; they graded the essays on purpose and organization, content, and sentences and diction.

No reliable evidence was found to indicate that the two techniques, used singly or in combination, were superior to instruction which offered students no guidance for improving their writing.

Cooper, Michael R. (comp.). "Instructional Objectives for a Junior College Course in Remedial English." UCLA: ERIC Clearinghouse for Junior College Information, November, 1969. (ED 033 692)

_____. "Instructional Objectives for a Junior College Course in English (Subject A)." UCLA: ERIC Clearinghouse for Junior College Information, November, 1969. (ED 033 693)

The areas covered in this course are: (1) use of the library and the procedures of research, (2) rhetoric and the paragraph, (3) language, meaning, and diction, (4) controlling ideas, (5) style, tone, and sentence patterns, and (6) the short essay.

_____. "Instructional Objectives for a Junior College Course in English Composition." UCLA: ERIC Clearinghouse for Junior College Information, November, 1969. (ED 033 694)

"Current Practices of Placing Students in English Composition Courses in the California Community Colleges: Some Answers to Questions Asked in an 'English Placement Questionnaire'." Long Beach City College, February, 1973. (ED 073 749)

The problem of placement in English composition in community colleges is a controversial one. Here is what this study revealed: (1) 87% of those colleges surveyed use some sort of screening procedure, (2) 13% allowed students to enroll in the course of their own choosing, i.e., no prerequisites, (3) smaller English departments were more flexible in allowing student choice, (4) 89% that screen use a

standardized test, eg. Profeciency English Test or the Cooperative English Test, English Expression, (5) however, only 52% reported even some degree of satisfaction with these standardized tests, (6) 7% that screened used a sample of student writing, (7) 43% used both student writing and standardized testing, (8) 65% used a standardized reading test, and (9) 30% required students who scored below average on a reading test to enroll in a reading course.

Eskey, David E. "The Case for the Standard Language." College English, 35 (April, 1974), 769-774.

The Standard American English dialect should not be forced down students' throats but they should be made aware of its importance. Standard American English is not a spoken dialect but a written one.

There are essentially two opposing views on this matter: (1) bidialectalist (or biloquialist) who feels that the student should know his own dialect and the Standard American dialect too, and (2) the student should not become bidialectal.

The great value of the standard dialect is that it allows the language to remain universally intelligible.

Fader, Daniel. "Shaping an English Curriculum to Fit the Junior College Student." Washington, D. C.: American Association of Junior Colleges, June, 1971. (ED 049 734)

Remedial English is almost always a failure as it is now generally conceived. Individualized instruction is absolutely essential in every freshman composition class. English composition cannot be taught by lecture and large group discussion methods.

Remedial English treats only the symptom (poor performance), while it altogether ignores the disease (inadequate motivation). By the use of heterogeneous grouping, an attempt can be made to cure the disease. Use good students to work with poor students on their writing.

The homogeneous grouping of students gives the poor student a constant mirror of himself as failure and frustration. These students need success; they need their self-confidence restored. Cooperative teaching, involving students and teachers, is the best way to accomplish this goal.

Also, the form of the curriculum must change. Teachers need smaller classes and reduced teaching loads. They need more time to work individually with their students.

Fazio, Gene S. "Project Paindrain at Maricopa." Community and Junior College Journal, 42 (March, 1972), 58-60.

This project involves Chicanos speaking English as a second language in the Maricopa County Community College District in Arizona. "Project Paindrain" is teamwork involving two students in a 'buddy-system' who write paragraphs on transparencies.

Advantages: (1) teacher begins where the student is, not where the textbook begins, (2) students interact with each other, (3) students see their own writing and are rewarded by their peers, (4) students' work receives immediate attention from the teacher, (5) students help

each other in the classroom, (6) teacher meets the individual needs of each student, and (7) no names are put on the displayed writings and no grades are given.

Fisher, B. E. "Communications, A Year's Work." Junior College Journal, 22 (October, 1951), 86-89.

This article is an account of a year's experiment at Santa Monica Junior College in a student-directed communications course employing such methods as panel discussions, group correction of student essays, and motivation of underachievers.

_____. "Communications Courses for Junior Colleges," Junior College Journal, 21 (January, 1951), 289-291.

A brief rationale for the communications type of freshman course with emphasis on the philosophy that any means should be utilized to improve linguistic skills of students.

Fields, Johanna H. "Increasing Rate of Comprehension Among Community College Students." Allegheny County Community College, Boyce Campus, 1971.

This project was conducted to determine the effect of a reading laboratory program in reading efficiency in conjunction with freshman English composition classes. It was found that participation in a laboratory reading program increases reading efficiency. It is advisable, therefore, to place students in a reading program when they enroll in freshman English composition.

Fryburg, Estelle L. "Instruction in English Syntax as Related to Achievement of Community College Students. Final Report." Bronx Community College, The City University of New York, July, 1972. (ED 065 122)

This study investigated the effectiveness of directed instruction in English syntax in the improvement of the reading achievement scores and the grade point average of community college students. The subjects were 124 entering freshmen who had earned total raw scores below sixty on the Nelson-Denny Reading Test. Knowledge of English syntax was evaluated by A Test of Sentence Meaning.

A high positive correlation was found between knowledge of English syntax and achievement on the Nelson-Denny Reading Test. Directed instruction in English syntax indicated a significant positive relationship to the reading achievement of the students on the total scores and vocabulary.

Conclusions: (1) knowledge of English syntax is related to the reading achievement scores of community college students, (2) directed instruction in English syntax may facilitate reading achievement, (3) directed instruction in English syntax does not indicate a significant relationship to grade point average.

Gasker, Harry R. "Teaching Freshman Composition: A Modest Proposal." Improving College and University Teaching, 21 (Spring, 1973), 145-146.

Not all students in junior colleges need to take the traditional freshman English composition class which emphasizes expository prose writing. The author, a former 'ghost writer' and teacher of English for fifteen years, makes the following suggestions to improve instruction in the freshman English composition program: (1) hire teachers with experience as either industrial or business writers, and (2) terminal students do not need the same courses in freshman composition as transfer students.

Hilbert, Betsy. "Individualizing English: One Model." Improving College and University Teaching, 21 (Spring, 1973), 140-141.

This author, realizing all too well that not all of her students in freshman composition had the same competencies in English, developed a course at Miami-Dade Junior College where the students could contract for a grade based upon their ability to write two expository prose essays (500 words each) that were clear, concise, well-organized and demonstrated fluency in the Standard American Dialect. The students had two hours to meet this requirement; once they had written the two essays demonstrating the necessary competence, the course was over for them.

Hill, H. Russell. "Non-Book: A Writing Text That Isn't." Community and Junior College Journal, 40 (February, 1970), 22-24.

Recognizing that textbooks contribute little to the cultural writing experiences of students, the author used a series of open-ended assignments that came to be known as NON-BOOK. Each assignment consisted of a large poster size piece of art. On the reverse side was the lesson text: (1) Section I - The Background, What Lies Behind, (2) Section II - What Others Have Said, and (3) Section III - What's Your Feeling?

Hoag, Kenneth. "Teaching College English: Five Dialogues." Champaign, Illinois: NCTE, February, 1959. (ED 040 217)

Five dialogues between an experienced English teacher and an inexperienced graduate student, covering such areas as: (1) teaching college English, freshman composition, and sophomore literature, (2) student grades and conferences, and (3) promotions.

Jewell, Ross M., et al. "Instruction in College Freshman Composition, Final Report." Cedar Fall, Iowa: University of Northern Iowa, 1970. (ED 054 176)

This research project attempted to determine whether or not there was any difference between the scores of two groups of juniors in which the experimental group had composition in the junior year, while the control group had composition in the freshman year. The results were inconclusive about the value of a composition course in the junior year.

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Judy, Stephen N. "Writing for the Here and Now: An Approach to Assessing Student Writing." English Journal, 62 (January, 1973), 69-79.

A major reason why evaluation of student writing has not progressed very far is that it is future directed rather than directed toward the here and now. Teachers of English should stop looking for the next essay and concentrate on helping the student find success now.

Klein, James. "Self-Composition." College English, 35 (February, 1974), 584-588.

A report on the Foundations of English classes taught by the author at Fairleigh-Dickinson University in Rutherford, New Jersey.

The author totally immerses his students in their writing. They meet every day and do nothing but write, re-write, write and re-write. There are no textbooks; the instructor wants his students to become writers, not students.

Because writing is a skill, it can only be improved by practice. Some students wrote as much as eighty pages for him during the semester. No grades were given until the end of the course. Students were encouraged to re-write their mistakes and then write a sentence explaining the mistakes. They also read their papers aloud to the class, which then critiqued their essays.

Larson, Richard L. "The Evaluation of Teaching College English." New York: Modern Language Association, 1971. (ED 049 268)

Is extensive knowledge of subject matter truly an important element in a good teacher's success? This assumption has never fully been checked. Conceivably, students might become better educated by a confused or ill-informed instructor who motivated his students to clear up the confusion than by an instructor with a great depth of knowledge in his subject matter field.

Lindley, Daniel A. Jr. "Some Notes on Behavioral Objectives for English." Burlington, Vermont: New England Association of Teachers of English, February, 1971. (ED 051 224)

Teachers of English have been, for too long, prone to focus on long-range goals. They should concentrate on short-range goals through the use of behavioral objectives.

Maxwell, John and Anthony Tovatt. On Writing Behavioral Objectives for English. Champaign, Illinois: NCTE, 1970.

Nordin, David G. and Stuart D. Morton. "An English Composition Sequence for a Community College. Final Report." Office of Education (DHEW), Washington, D. C., Bureau of Research, May, 1970. (ED 051 802)

Because so many students fail in the traditional freshman English classes, an experiment was conducted at Macomb County Community College in Michigan to test the hypothesis that more time and careful structuring of lessons could increase the proportion of success in certain categories of students.

Recommendations: (1) develop a composition course for students who are above the remedial level but not yet ready for the usual course in freshman English, (2) extension of time and careful structuring for some students (especially the poorer ones), (3) use of beginning lessons as a practical orientation to college, (4) consideration of male attitudes toward courses, (5) granting partial credit for slower courses, (6) careful selection and scheduling of instructors, and (7) assurance of stability of testing and placement conditions before a long-range experiment is begun.

Paull, Michael and Jack Kligeman. "Invention, Composition, and the Urban College." College English, 33 (March, 1972), 651-659.

This article is about a renewal of the importance of invention in freshman composition. Students were encouraged to discover how they actually perceived things around them. The methodology to achieve this goal was unorthodox. It consisted of the following experiences: (1) a happening, (2) meditations involving Donne's devotions on church bells in Devotions Upon Emergent Occasions, a gourd in the classroom, a pumpkin squash on the campus lawn, and thirty different objects brought into the classroom.

Also, non-representational drawings, photographs, and a local crowded street (Kingsbridge Road) were utilized to stimulate student writing through increased awareness of perception.

Purdy, Leslie (Comp.). "Instructional Objectives for a Junior College Course in Freshman English." 1972. (ED 067 075)

A description, in behavioral terms, of English 1A (Freshman English) at Golden West College, Huntington Beach, California. The article covered the following general areas: (1) evaluation of essays-content, organization, style and mechanics, (2) assumptions about entering students--a student should be able to write an essay that is free of errors in spelling, sentence structure, subject-verb agreement, pronoun reference, punctuation and mechanics, use of modifiers, and coordination-subordination, (3) after completing the course--the student should be able to write an essay of 250-500 words in which he has control of an explicit or implicit thesis statement, logical and adequate development of ideas which support the thesis statement, and effective presentation of a conclusion drawn logically from the evidence presented in the paper, and (4) major units covered in the course--definition, illustration, comparison/contrast, argument, persuasion, analysis, research paper, technical report, and satire.

Resmondo, Betsy. "Reading Instruction and Technical Retraining in the Community College for Disadvantaged Adults." Paper presented at the Annual meeting of the International Reading Association, May, 1973. (ED 073 436)

At Waubonsee Community College, Sugar Grove, Illinois, a course called English Review is offered for students whose deficiencies disqualify them from taking the regular English composition program. Instruction is individualized and students write short essays on vocational goals or further studies. Note-taking, outlining, use of dictionaries, and test taking techniques are also taught.

Developmental Reading is also taught in conjunction with the English Review class. Stress is placed on vocabulary, phonics, listening, reading comprehension, spelling, and written expression. Another course in English as a second language is offered for students with special needs. Both courses make use of special tutors to help students in class.

Shugrue, Michael F. "The National Study of English in the Junior College." American Association of Junior Colleges, Carnegie Corporation of New York, March, 1970. (ED 037 480)

This study describes (1) background, (2) goals and procedures, (3) the two-year college, (4) organization and curriculum of the junior college English department, (5) the Junior college English instructor, and (6) the department chairman. This study is a must reading for all community college teachers of English.

Smitherman, Geneva. "Soul 'n Style." English Journal, 63 (February, 1974), 16-17.

Although Americans preach individualism and class mobility, they practice conformity and class stasis, especially in their fetshish for a covert and proper English grammar. Our society must become aware of the legitimacy of all dialects of American English (eg. Black idiom).

Starkweather, Ann (Comp.). "Instructional Objectives for a Junior College Course in English Composition." Los Angeles: UCLA, June, 1971. (ED 049 747)

A list of possible behavioral objectives taken from the curriculum laboratory of the Graduate School of Education at UCLA.

Stevenson, Jane L. "Implementing the Open Door: Compensatory Education in Florida's Community Colleges. Phase II - English Composition." Florida Community Junior College Inter-institutional Research Council, September, 1970. (ED 042 456)

Weingarten, Samuel, et al. "English in the Two-Year College--Report of a Joint Committee of the National Council of Teachers of English and the Conference on College Composition and Communication." Champaign, Illinois: NCTE, 1965. (ED 013 604)

In this report, attention is given to the following areas: (1) nature of the program offered, including scope, teaching load, class size, status of department chairmen, and recruitment of teachers, (2) English requirements for graduation, (3) placement of students in composition courses, (4) the nature of the regular English composition course, (5) remedial English, (6) honors English, and (7) professional qualifications of teachers.

The following problems were identified: (1) effects of the "open door policy," (2) necessity for remedial programs, (3) maintenance of standards, (4) motivation, (5) class size and teacher load, (6) teacher attitudes and professional qualifications, and (7) articulation.

From the study, these recommendations were made: (1) organized programs of self-improvement for English teachers, (2) establishment of experimental centers for the improvement of remedial courses, (3) establishment of graduate courses in the teaching of remedial English, (4) workshops for development of terminal English courses, (5) improved relations between Colleges of Education and English Departments, and (6) improvement of teacher training programs.

Wiener, Harvey S. "The Single Narrative Paragraph and College Remediation." College English, 33 (March, 1972), 660-669.

The author suggests that students in remedial freshman English classes write one long (300 words) paragraph instead of the traditional expository prose essay.

One paragraph makes it easier for the writer to deal with structural elements. One paragraph allows the students to deal more firmly with details. Problems of organization and structure are subordinated in the chronological framework on the paragraph. Also, more stress can be placed on the topic sentence and a concluding sentence of summation.

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